

Childminder Report

Inspection date

4 September 2017

Previous inspection date

27 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder makes good use of observations to assess children's learning. She plans interesting and challenging activities based on children's interests and what they need to learn next. Children are motivated and confident learners and make good progress.
- The childminder is particularly skilled at helping children to develop good communication and language skills. She uses a running commentary to describe what children are doing and introduces new words that help to extend their vocabulary. Children are confident communicators.
- Children make very close emotional attachments with the childminder, who is sensitive, caring and attentive. They develop a strong sense of emotional security. Care practices are good and have a positive impact on children's health and well-being.
- Partnerships with other early years providers and external professionals are effective. Arrangements for sharing information about children's learning and care contribute to ensuring their individual needs are met.

It is not yet outstanding because:

- The childminder does not consistently provide information for parents to support them to help their children's learning at home.
- There are occasions when the childminder does not provide enough opportunities for younger children to make choices about what they want to do.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance arrangements for sharing information with parents about how they can help support children's learning at home to help promote high levels of consistency and continuity for children
- provide a more extensive range of opportunities for younger children to make choices about what they want to do to help further enhance their independence.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector completed an evaluation of a planned adult-led activity with the childminder.
- The inspector looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the suitability of adults living and working on the premises.
- The inspector took account of the views of parents from written feedback obtained by the childminder.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder places high priority on children's safety, which is central to everything that she does. She has a secure understanding of what to do and who to contact in the event of a concern about the health or welfare of a child. The childminder role models good practice, coaches and mentors the assistants and carries out regular supervision meetings to manage their performance. The training she and her assistants attend is prioritised to help improve learning outcomes for children. The childminder carefully tracks children's progress. She swiftly identifies any gaps in their learning and seeks external intervention, if necessary. Self-evaluation is good. The childminder has enhanced many aspects of her practice since the last inspection. Overall, partnerships with parents are good. The childminder seeks detailed information from parents about what children know and can do when they first start at the setting. This helps her to have an in-depth knowledge of children's starting points that help to further enrich the planning process.

Quality of teaching, learning and assessment is good

The well-qualified childminder has a very secure understanding of the learning needs of children that she cares for. She skilfully adapts and reshapes activities to successfully meet children's individual stages of development and learning styles. Children demonstrate good levels of engagement in activities. They are totally engrossed in their play and learning. Children are excited as they learn how to blow bubbles using a bubble wand. The activity is then enhanced by the childminder, who talks to children about different ways to make bubbles in the water tray. For example, the childminder uses straws and swishes the water around with her hands. Children take part in a threading activity and make necklaces out of cereal. They count how many cereals are on the string and learn new vocabulary, such as 'one more', and 'another one'. Children demonstrate very good small-muscle control and coordination. They acquire good early literacy and mathematical skills that they will need for future learning and school.

Personal development, behaviour and welfare are good

The childminder provides a caring, nurturing and homely environment where children feel safe and secure. This has a positive impact on their emotional well-being. The childminder provides a wide range of resources and activities that helps children to learn about the similarities and differences between people and communities beyond their own experience. She helps children to learn to manage their own feelings and plays alongside them to teach them how to share and take turns. Children develop a mature understanding of the difference between right and wrong.

Outcomes for children are good

Children make good progress. This includes children whose starting points are below those expected for their age. Children develop a wide range of skills, abilities and attitudes that helps to prepare them well in readiness for school. They demonstrate a kind, helpful attitude towards the childminder and each other.

Setting details

Unique reference number	EY466429
Local authority	Salford
Inspection number	1087524
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	0
Name of registered person	
Date of previous inspection	27 February 2014
Telephone number	

The childminder registered in 2013 and lives in Salford, Manchester. She operates all year round from 8.45am to 4.15pm, Monday to Friday, term time only. The childminder currently works with two assistants.

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